



## Extra Time (Same Day)

### Description of Designated Support

This designated support allows a student to have extra time until the end of the school day to complete a state assessment.

### Assessments

For a student who meets the eligibility criteria, this designated support may be used on

- STAAR
- STAAR Spanish

### Student Eligibility Criteria

A student may use this designated support if he or she

- ☐ routinely and effectively uses it during classroom instruction and classroom testing,
- ☐ is unable to effectively use any accessibility features or other designated supports to address this need, and
- ☐ meets at least one of the following (which makes it necessary for the student to have more time than is allowed in the standard test administration procedures).
  - The student is a current ELL.
  - The student has an impairment in vision (e.g., uncorrected vision, nystagmus, qualifies for special education services with a Visual Impairment [VI]).
  - The student is identified with dyslexia or a related disorder per TEC §38.003.
  - The student has documented evidence of reading difficulties.
  - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a behavioral or emotional disabling condition that affects attention or focus.
  - The student requires frequent or lengthy breaks (more frequent or longer than those allowed for all students) because he or she has a physical disability or medical condition that requires a significant amount of time for treatment or recovery.
  - The student is identified with an autism spectrum disorder and requires the entire school day to complete testing in order to maintain as much of his or her typical structure and routine as possible.

## Authority for Decision and Required Documentation

- For a student not receiving special education or Section 504 services, the decision is made by the appropriate team of people at the campus level (e.g., RTI team, student assistance team) based on the eligibility criteria and is documented according to district policies.
- For a student who is an ELL, the decision is made by the LPAC based on the eligibility criteria and is documented in the student's permanent record file.
- For a student receiving Section 504 services, the decision is made by the Section 504 committee based on the eligibility criteria and is documented in the student's IAP.
- For a student receiving special education services, the decision is made by the ARD committee based on the eligibility criteria and is documented in the student's IEP.
- In the case of an ELL with a disability, the decision is made by the applicable group above in conjunction with the student's LPAC. The decision is to be documented by the LPAC in the student's permanent record file and by the other applicable group, as described above.
- After state testing, DS must be recorded in the ACCOMM. field on the student's answer document or in the STAAR Assessment Management System for online administrations. This indicates that an allowable designated support was made available to the student.

## Special Instructions/Considerations

1. A student who uses this designated support may complete the test in a separate setting to eliminate distractions to other students and to ensure the confidentiality of the test.
2. The appropriate team of people at the campus level must document eligibility for this designated support, but the documentation does not need to specify exactly how much extra time the student should be granted to complete the test.
3. The district must maintain test security and confidentiality when providing extra time to complete testing. All standard test security and confidentiality requirements must be followed. Refer to the *District and Campus Coordinator Manual* for more information.
4. A student should be allowed to continue testing until the end of the regularly scheduled school day, but cannot be required to continue testing until that time. A student should be allowed to leave the testing room when he or she has completed the test.
5. A student who receives extra time to complete his or her test may be transferred to a different location after the original testing session has ended. Testing personnel must be made aware of the monitoring requirement when students are transferred from one area to another. Students are not permitted to transport test materials outside the testing environment.
6. Extra time testing sessions should start at the beginning of the school day and may go until the end of the regularly scheduled school day for all subjects. Extra time testing sessions must **NOT** extend beyond a typical seven-hour school day for any one student. Schools that do not have typical seven-hour schedules should contact TEA for guidance.
7. LPACs may not recommend designated supports for an ELL whose parents have denied bilingual or ESL services.
8. LPACs may not consider ELL students for exit at the end of the year if they receive this designated support on a STAAR reading or writing assessment.